

Pupil premium strategy statement 2021-2022

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Lanercost Church of England Primary School
Number of pupils in school	FTE
Proportion (%) of pupil premium eligible pupils	1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	February 2022
Date on which it will be reviewed	Sept 2022
Statement authorised by	Governing Body
Pupil premium lead	Mrs. Kirsty Fox
Governor / Trustee lead	Mrs. K Reid

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£310.00
Recovery premium funding allocation this academic year	£2000.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total budget for this academic year	£2310.00

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

By looking at the individual needs of our children, we have identified any barriers to academic, social and emotional development of all children and families. The strategies have been chosen to overcome these barriers.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Pupils well-being/pastoral care has suffered as a result of the time lost from education.
2	Pupils opportunities for enrichment experiences have been limited due to Covid.
3	
4	
5	

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils will have access to various levels of well-being/pastoral care	Identify members of staff who can deliver ELSA programme Invest in a whole school PSHE/RSE curriculum Develop an environment for pupils who need additional support to access Develop the school grounds for pupils physical and mental well-being e.g. lunchtime opportunities.

A programme of enrichment activities that align with the wider curriculum will be developed	Evaluate the current curriculum offer and identify opportunities to enrich the children's experiences Provide memorable experiences that stand alone from the curriculum offer

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Research and purchase of a PSHE/RSE scheme of work Weekly timetabling of PSHE/RSE lessons	Children's well-being and mental health has suffered significantly through the Covid-19 pandemic. A structure programme of PSHE activities will allow children to process their emotions and well-being	1
Strategic analysis of the wider curriculum to identify enrichment opportunities for all pupils Phased development of the outdoor learning environment to increase physical play and wellbeing.	All pupils have equal access to a range of curricular and extra-curricular experiences and opportunities Pupil's physical well-being has suffered as a result of the Covid-19 pandemic. Developing the outdoor learning environment will positively impact pupils physical and mental well-being	1,2

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

This year marks the end of the current development plan. The previous plan is almost impossible to evaluate without hard data and due to the sheer amount of time pupils spent out of school during the Covid-19 pandemic.

All pupils achieved the expected standard at KS2 or end of year assessments.

Additional support and provision helped pupils feel happier and settled back into school after the lockdown. Mental health is a higher priority in school.

Pupils are developing a good retention of knowledge.

Barriers to learning these priorities were addressed and children were able to join in with enrichment experiences.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have a low percentage of service pupil premium within school making it difficult to describe the details anonymously.

What was the impact of that spending on service pupil premium eligible pupils?

We have a low percentage of service pupil premium within school making it difficult to describe the details anonymously.

Further information (optional)

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